

# Victoria College Belfast

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## ANNUAL REPORT TO PARENTS

For the Year  
2020 / 2021

**GOVERNORS' ANNUAL REPORT**

**SECTION 1 – BOARD OF GOVERNORS**

The Board of Victoria College, under its current constitution, comprises 27 Governors. Of these, twelve are Foundation Governors; nine are nominated by the Department of Education; three are Parent Governors elected by parents; and three are Teacher Governors elected by their teaching colleagues. In addition, the Board of Governors is permitted to co-opt up to three further members and the Principal is an *ex officio* member of the Board. The Board's Secretary is Ms Nicola Mawhinney BA.

The members of the Board of Governors who served during the period 2020 – 2021 were as follows:

<b><u>Name</u></b>	<b><u>Category</u></b>	<b><u>Expiry of Term of Office</u></b>
Mrs W Blundell OBE MEng CEng FICE MIStructE (Chairman)	Foundation Governor	N/A
Dr B Callender MB BCh BAO MRCP (Vice Chairman)	Foundation Governor	N/A
Mrs K Quinn BSc PGCE PQH (Principal)	Ex officio	N/A
Mrs O Abayomi	Dept of Education Nominee	Aug 2019
Dr R Clarke MB BCh BAO FRCPATH	Foundation Governor	N/A
Dr K Goddard BEd MSc PhD	Teacher Governor	Nov 2021
Mr G S Hamilton LLB	Co-opted Member	N/A
Dame Joan Harbison BA MSc	Foundation Governor	N/A
Mr M Haylett BEng CEng PMP MICE MAPM RMaPS	Co-opted Member	N/A
Ms S Hetherington CPFA BA (Hons)	Foundation Governor	N/A
Dr M S Johnston MB BCh BAO	Foundation Governor	N/A
Mrs C Lewis Dip Sp Ed	Dept of Education Nominee	Aug 2019
Mr C McCrory BSc MAPM	Foundation Governor	N/A
Mr B S McDonald FCA FCCA	Dept of Education Nominee	Aug 2019
Mrs M Murray BMus PGCE Cert TCD	Teacher Governor	Nov 2021
Mr P W D Murray BSSc	Parent Governor	Nov 2021
Mrs E A Robinson	Foundation Governor	N/A
Mr D Toner BSc MRICS	Co-opted Member	N/A
Mrs C Young BA HND	Parent Governor	Nov 2021

Dr M S Johnston and Dr B Callender were the Designated Governor and Deputy Designated Governor, respectively, for Child Protection for 2020-2021.

The Department of Education Nominee governors' term of office was due to expire in August 2019. However, the term of these appointments has been extended due to the COVID-19 Pandemic until such time as the Department is in a position to review the appointments. In addition, Ms Sharon Hetherington's status as Department of Education Nominee Governor was transferred to that of Foundation Governor in June 2021.

With resignations in recent years, the Board of Governors is currently composed of 15 members, namely eight Foundation Governors, three Department of Education Governors, two Teacher Governors and two Parent Governors. In addition, there are 3 co-opted members of the Board. The Board will seek to fill the Department of Education Nominee vacancies when the Department of Education recommences this process. Four Foundation Governor vacancies remain to be filled.

Parent and Teacher Governor elections will take place in November with the election process to commence on 1 November 2021 and newly elected governors to be appointed in December. The two Parent Governors at present on the Board (Mr Paul Murray and Mrs Caroline Young) and Teacher Governors (Dr Karen Goddard and Mrs Melissa Murray) will complete their four-year term of office at the end of November 2021. The Board would like to take this opportunity to thank them for their service to the school throughout this period.

Victoria College is currently attended by 1077 pupils with 922 pupils in the Secondary Department and 155 pupils in the Preparatory School. The Preparatory School includes a Pre-School department with Day Care available for children from the age of 3 years and normally operating from 8.00am to 6.00pm. The After Hours facility was not in operation during 2020-2021 due to COVID-19 restrictions, but became operational again from September 2021. As a result of the COVID-19 Pandemic, the College can no longer provide an on-site Boarding Service and now offers an off site guardianship programme instead.

The College is a leading non-denominational grammar school for girls and it enjoys an outstanding reputation for academic achievement together with an impressive record in many other activities such as music, drama and sport. The Board of Governors is committed to ensuring that every girl has the opportunity to reach her full potential, developing the skills and qualities which will prepare her for adult life. Whilst striving towards this goal, the health and safety of its pupils and staff is paramount and, as well as the strict adherence to government guidance, this underpins the Board's procedures, protocols and decision-making which direct all areas of College life. The Board of Governors reviews policies and procedures annually to ensure that the learning environment remains safe and secure, allowing pupils to develop and grow in confidence as they pursue their studies and avail of the many opportunities presented to them.

The supportive and inclusive ethos of the College has previously been recognised by the achievement of the Inclusion Quality Mark and the College's outstanding development of the International Dimension in the curriculum was recognised by the International School Award. The strength of the College's pastoral care has been recognised by ETI and pupils are encouraged to become actively involved with voluntary work and charitable projects at home and abroad.

Each pupil benefits from a curriculum which offers breadth and balance and every effort is made to ensure that individual needs of pupils are met. As a member of the South Belfast Area Learning Community the College is able to work in collaboration with other local schools to ensure that a wide range of courses, both academic and vocational, are available to its pupils. Unfortunately these partnerships were restricted during 2020-2021 due to the COVID-19 Pandemic, while the proposed collaborations for 2021-2022 did not come to fruition due to timetabling issues.

Arrangements for pupils with special educational needs are outlined in the Special Educational Needs and Inclusion Policy, which, along with the Safeguarding and Child Protection Policy and the Anti-Bullying Policy, are available for parents on the College website ([www.victoriacollege.org.uk](http://www.victoriacollege.org.uk)) or from the school office. The Board of Governors is grateful to all the dedicated teaching and support staff who are essential in delivering the aims of the College.

The College welcomed additional funding from the Department of Education to limit the impact of the COVID-19 Pandemic on the school. The Board is, however, very conscious of the continuing unprecedented financial pressures facing the education sector as a whole, and the very real challenges facing all schools, and is of the view that the current funding situation is simply not sustainable. Inescapable pressures, including increased staff and pension costs, coupled with an inadequate Department of Education budget allocation, mean that the amount of grant funding Victoria College receives has decreased in real terms over the past years, while costs continue to rise. This is an ongoing trend and, while the Board of Governors continues to make representations to the Department of Education, both directly and through the Governing Bodies Association, the Board also recognises that,

as a result of these pressures, there will be difficult and challenging decisions ahead to ensure that the College can live within its means.

The Board is extremely grateful to our parents whose voluntary contributions to the College enable us to maintain such high quality provision for our pupils. We encourage all parents to make an annual voluntary contribution of £380.00 and we are very proud of and grateful for the continued commitment we receive from our parents. If this contribution is made through the Gift Aid Scheme the College will receive, at no cost to parents, an additional £85.00 by claiming back the basic rate tax paid on each contribution received. This investment by parents provides resources and educational materials beyond the statutory requirements. It helps to ensure we maintain curriculum breadth, appropriate class sizes, provide opportunities to stretch and develop pupils beyond the classroom, access specialist tutors and counsellors, participate in external events and purchase technical equipment and resources.

A summary of the key work of the Board of Governors during the academic year 2020/2021 is outlined below.

### **Board Business**

The Board met on thirteen occasions, seven Board meetings and six Extraordinary Board meetings. Three of these meetings were held face-to-face, while the remaining were held online due to COVID-19 restrictions. The Board meetings' agendas were directed in line with ongoing business, with this supported by the work of the Board's committees.

#### *Governance*

The Board was updated on Senior School and Preparatory School matters via reports from the Principal, Head of Corporate Services and the Head of the Preparatory School, with Committee business channelled through these reports. Provision was also in place for ad hoc Board meetings to be arranged as required. The Board was kept advised on directives by the Department and the Education Authority and updated on relevant correspondence received.

The Board had previously agreed to implement the reconstitution of the Board, with a view to reducing it from 27 to 18. The College's Board operates through its system of committees and it was felt that any reduction of governor numbers could place pressure on the operation of this. It was also noted that any potential difficulties in obtaining a quorum for critical voting exercises would be exacerbated by such a move. The Board therefore agreed that the Board's size should be retained at 27, with steps to be taken to fill any current vacancies across all sections.

#### *School Improvement*

Through its Education Committee, the Board was kept advised of proposed strategies to drive through school improvement as a whole. At the start of the 2020-2021 the Committee received a report on Remote Teaching and Learning and was kept advised of investment to support this, including the purchase of ICT devices for teachers at a total cost of around £70k. The College also invested in the Preparatory School and purchased new Promethean interactive whiteboards for all eight classrooms. Preparatory staff received training in August and the pupils are now benefitting from this new IT equipment which greatly enhances the classroom provision for them.

The Board was kept advised of the College's ICT Innovations and Transition Plan which had been introduced in 2020 with an ICT Focus Group established to move this forward. One of the plan's targets was the development of effective approaches to remote and blended teaching, learning and assessment and a Pupil Focus Group was established to provide pupils with the opportunity to discuss their experiences. Pupil feedback has been very positive, with some areas identified which required improvement. Parental engagement was also enhanced to support learning, with communication via

SIMsParentApp encouraged, while a SIMs InTouch communication system was purchased and rolled out throughout the school.

Mr Matheson organised eye4education, an external provider, with a view to providing remote careers guidance and subject mapping for Year 10 pupils in preparation for their subject choices. The College also held a Screen Break Day in February during which pupils had participated in wellbeing and resilience sessions with HiPsychology, an organisation which has worked with Ulster Rugby. Throughout the Board was kept advised of all these initiatives and the effectiveness of them.

#### *Construction Work – Richmond and Cranmore Campuses*

The Board of Governors, through its Estates Committee, oversaw general maintenance throughout the year and carried out a range of construction work on both campuses so that any necessary improvements to, and maintenance of, the College's estate continued to be progressed. The Committee liaised with the Department to register for funding for Minor Works applications.

Summer 2021 maintenance works were undertaken with the modernising of the Middle Corridor of Cranmore building, an upgrade of the Drumglass dining area to create a staffroom as well as a number of health and safety matters, including tree maintenance and work repainting and reflooring designated areas of the Preparatory School and repairs to the Preparatory School roof.

Through its Estates and Finance Committees, the Board was kept advised of Disability Discrimination Act (DDA) modifications to both the Cranmore and Richmond campuses. Work on the universal access improvements to the Richmond Campus were completed during the 2020-2021 academic year. The Education Authority had agreed DDA modifications to the Cranmore Campus, with the College investing an additional £40k of its own resources to ensure that the scheme fully met its needs. This work was completed in May 2021 and included the creation of two new Food and Nutrition classrooms and two multi-purpose ICT facilities, as well as the conversion of the current HE classroom into a Modern Languages classroom, with two small tutorials rooms adjoining it. The corridors in the former Modern Languages block were refurbished to make them consistent with the adjoining classrooms and thirty new managed laptop devices were purchased for use in one of the new technology enabled classrooms. This maximised overall space and provided ICT rich classrooms with teaching walls installed. All pupils have been able to benefit from the recent refurbishment from the start of the new academic year, with Year 8 and 9 pupils timetabled for Food and Nutrition classes on the Cranmore Campus.

#### *School Enhancement Programme*

The Board received notification from the Department in January 2020 that the College had received formal approval for its second application under the School Enhancement Programme and it is hoped that this work will progress in the coming years, so that pupils will be able to enjoy the top quality learning environment they deserve. The second application focuses on the consolidation of all of the activities of the College on the Cranmore Campus and the subsequent disposal of the Richmond Campus. Through its Estates Committee, a master planning exercise was completed by an architect with a design feasibility study undertaken and a number of potential outline redevelopment options identified. The Board considered the outline redevelopment options in detail and at an Extraordinary Board meeting agreed the broad scope of the preferred option. A Project Board will be constituted once a business case is approved by the Department. Subject to the ongoing outworkings of the COVID-19 Pandemic, it is hoped that the work will commence in early 2023, with all steps to be taken to minimise disruption to pupils' education and to ensure that pupils quickly benefit from the maximum impact of the redevelopment work.

#### *Examination Arrangements*

The Board was consulted and kept advised on the summer 2021 examinations process, which comprised of a five stage structure. Mr Matheson and Mr McAleenan were appointed as Lead Assessors, with training undertaken by the Chartered Institute of Educational Assessors. Through its

Education Committee, Board meetings and Extraordinary Board meetings, governors were advised on the gathering of pupils' work, the production of portfolios of evidence, the assigning of grades and the overall monitoring process applied throughout. CCEA carried out an external review of the College's evidence as part of this monitoring process.

A Centre Determined Grades Policy was considered and approved by the Board, with this being in line with guidance published by CCEA. The overriding factors throughout the College's process were integrity and validity, with any evidence used to determine grades being reliable, relevant, fair and unbiased. Flexibility was built into the approach to take account of the disruption that candidates had faced to learning as a result of COVID-19 and the Board approved an internal assessment process which was conducted in April/May 2021 and which focused on a reduced module content in each subject. Every subject went through the process of agreeing standards and moderation to ensure marks awarded were as valid as possible. The Senior Leadership Team had oversight of this work and a review of marking was also carried out. The College's Appeals Policy for Post-Result Services was approved by the Board, with this following CCEA and the Joint Council for Qualifications' (JCQ) guidelines.

An extensive review of results analysis was undertaken by Senior staff and Governors in September 2021 and targets were set for 2022, with these to be kept under review, following consideration of November tracking.

#### *Safeguarding and Pastoral Care*

The Board, through its Safeguarding Team and Education Committee, were regularly kept apprised of Safeguarding and Child Protection issues with a Safeguarding annual report presented in June. Dr Johnston, Designated Governor for Safeguarding and Dr Callender, Deputy Designated Governor for Safeguarding, were consulted on individual cases, with correct procedures followed. The Board of Governors undertook online training and received in-house training from Mrs Cromie, Designated Teacher for Safeguarding.

#### *COVID-19*

Through its Finance and HR Committees, the Board was kept advised of a number of funding support initiatives which the College was able to access to help cover the additional expenses and inevitable loss of income associated with the Pandemic. Additional budget allocations were made to fund the cost of PPE related expenditure, the cost of substitute teacher cover arising from COVID-19 and the general costs associated with school reopening. A number of members of staff were placed on furlough leave during the lockdown and funding was secured through the Coronavirus Job Retention Scheme to assist with this. The Board, through its Education and Finance Committees also received reports on the Engage Programme, whose aim was to mitigate any long-term adverse effects of the COVID-19 lockdown on learners. One on one teaching support in English, Mathematics, Science and Technology was provided to identified pupils, with additional funding used to support emotional health and wellbeing for pupils and staff. The Education Authority also recognised the significant issues facing school canteens, particularly due to extended periods of school closure, with funding accessed by the College to offset the significant losses in this area.

The Board, through its Education Committee, was kept advised of the College's Positive Restart arrangements following the period of non-attendance at school due to the Pandemic. A School Nurse, Ms Fiona Harvey, was appointed, with Ms Harvey responsible for the care of any pupils taken ill whilst in school, communication of same with parents, the monitoring of the medication needs of pupils and the roll-out of the lateral flow testing system throughout the College. Ms Harvey also joined the College's Safeguarding team. During a time of heightened anxiety in relation to health issues, this appointment has been an invaluable and much-needed addition to the College.

#### *Transfer Arrangements*

2020-2021 was a roller-coaster of a ride in relation to the Transfer procedure. At the start of the 2020-2021 academic year arrangements for testing were in place, with virtual familiarisation days organised to comply with COVID-19 restrictions. The Board had been kept advised of the steps being taken by the

College to ensure the safety of all pupils and staff involved, and, through its Education Committee, reviewed and amended its admissions criteria to take account of potential absences due to COVID-19. Several Extraordinary Board meetings of the Board were held to consider the continually changing picture, to consult on proposals by AQE and PPTC and to review feedback from meetings with other Principals to ensure a collective approach. Following the subsequent and well-documented cancellation of the AQE and GL testing processes, due to COVID, the Board of Governors agreed to move forward with no form of academic selection for 2021 entry. Taking on board legal advice and having due regard of the guidance published by the Department, the Board once again revised its admissions criteria. The College's final admissions criteria were identical in essence to the sub-criteria used by the College in previous years, with the exception of the absence of academic criteria. In its decision-making the Board of Governors focused on what was in the best interests of the health and well-being of the pupils planning to take the test. It was agreed that it was neither ethical nor fair to expect 11-year old pupils to undertake an assessment during a public health crisis and sustained period of disrupted education.

The Board continues to be kept fully apprised of discussions in relation to Transfer testing for 2021/2022, with its admissions criteria for 2022 entry to be reviewed after taking cognisance of the outcome of debate and government guidance, including the current context in relation to COVID. The Board has restated its commitment to academic selection and noted that this is the fairest way of enabling gifted children to access the high quality education which Victoria College can provide. Academic selection gives children across the spectrum the opportunity to access an academic curriculum and avail of a grammar school education. The Board of Governors continues to support steps to establish a single Transfer test, but will continue with the status quo until a viable alternative to the current process is available.

#### *Boarding*

The Board considered the current Boarding arrangements and agreed that, within the current context of COVID-19, the family hosting option currently in place in partnership with Godsil represented a low risk and safe way to continue to offer a boarding type experience to international pupils for the foreseeable future.

#### *Refer a Friend Scheme*

Through its Finance and Education Committees, the Board considered and approved a new Refer a Friend Scheme to enhance enrolment within the Preparatory School. This was in line with procedures followed by a number of Preparatory Schools in England. Through this scheme, if a parent introduced someone new to the Preparatory School, who subsequently enrolled, then the introducing parent would receive some financial reward of 5% fee credit for that academic year. The success of the Scheme will be monitored by the Board and if it proves to be successful will be retained year on year, but revisited if the impact on admissions is minimal.

#### *Vice Principal Recruitment*

The Board oversaw the recruitment of two positions of Vice Principal during the Autumn term. The panel consisted of Senior members of the Board, the Principal and an independent assessor. A rigorous recruitment process was applied and the Board was delighted to be able to announce the appointment of Mrs Fiona Cromie (formerly of Abbey Community College) and Mr Hamish Matheson (formerly of St Malachy's College) to the positions of Vice Principal in November 2020.

#### *Inspection - Social Services*

The Board was fully advised of a Social Services Inspection of Day Care and After Hours, which had been planned for May 2020, but which had been cancelled due to COVID. This had been rearranged for 27 November 2020 and during this visit Inspectors had viewed the Pre-School class to look at the facilities and to watch this facility in operation. Social Services made no recommendations for improvements or changes and Inspectors were pleased with both the general practice and the school's management of COVID, whilst still maintaining a friendly and comfortable learning atmosphere for the youngest pupils of the College.

### *General Business*

Through the Principal, the Board continued to be kept fully informed and debated at length articles and circulars from the Department, the Education Authority and the Governing Bodies Association. The Board was kept advised of curriculum proposals and changes, pupil and staffing matters and worked to ensure that all aspects of school life were subject to review and had access to support when required.

### **Committee Business**

#### *Audit and Risk Assurance Committee*

The Audit and Risk Committee reviewed all aspects relating to the College and the individual Committees' Risk Registers. The internal audit of the College for the financial year ending 31 March 2021 was carried out by an independent company in November 2020 and presented to the Audit and Risk Assurance Committee in December 2020. The report concluded that the appropriate level of assurance for the audit was *Satisfactory*, with this being the highest level which could be achieved. The Audit foci included payroll, Human Resources, management information, GDPR and the salaries of the Principal and Deputy Head. One recommendation was made which related to the update of the Critical Incident Plan to reflect and incorporate all lessons learned from the response to the COVID-19 Pandemic.

#### *Education Committee*

The Committee was informed of curriculum changes and planning for 2021-2022 and reviewed admissions criteria, examination targets and Safeguarding and Child Protection issues. A review of examinations analysis and tracking outcomes was undertaken with the Committee advised of alternative assessment arrangements in place due to the COVID-19 Pandemic. The Committee was kept updated on the statutory requirements relating to the curriculum and liaised with the HR Committee as appropriate. Reports were received on School Improvement proposals, the investment in the curriculum and the overarching foci of the College's 3-year School Development Plan, which were staff and pupil health and well-being, raising achievement, positive behaviour and engagement and the School Enhancement Project. The Committee was informed of staff applications for changes of contracts and professional development which were considered by the HR Committee and thereafter to the Board. Through the Policies Co-ordination Group, the Committee reviewed education-related policies and reported its deliberations to the Board.

#### *Estates Committee*

The Committee oversaw the upkeep of the College and maintenance work throughout the year and liaised with the College's Finance Committee, the Department of Education and the Education Authority as required. The Committee also reviewed school development proposals in relation to the School Enhancement Programme and oversaw school funded Minor Works and maintenance items, with urgent items being addressed. Through the Policies Co-ordination Group, the Committee reviewed Estates-related policies and reported its deliberations to the Board.

#### *Finance Committee*

The Committee oversaw the College's financial affairs, planned expenditure, reviewed historical financial performance and undertook a three-year financial review and budget forecast, as well as a review of assets, advising the Board accordingly. The significant financial challenges facing the College was a key issue for the Board with consideration given to its delegated grant funding and budget allocation for 2021/22 and proposed and implemented the cost savings required in order for the College to be able to meet its financial obligations. The Committee also considered the financial impact of COVID-19 and progressed all available funding initiatives to mitigate this.

The Committee recognised the importance which parental financial support played in maintaining the high level of teaching, resources and extra-curricular programme made available to pupils. The Finance Committee reviewed fees and charges and liaised with the Estates and HR Committees in relation to work proposals for maintenance matters and staff-related contractual matters which had a financial impact. The Committee also oversaw applications for additional split site funding. The Board's



Remuneration Working Group reported to the Finance Committee in relation to staff salaries. The Committee, through the Policies Co-ordination Group, reviewed Finance-related policies and reported its deliberations to the Board.

*HR Committee*

In consultation with the Education and Finance Committees, the Committee considered staff applications for changes in working arrangements, including job shares, applications for flexible working, career breaks, voluntary redundancy applications, recruitment processes and terminations of employment relating to teaching and non-teaching staff. All decision-making took full regard of appropriate legislation. The Committee was also kept apprised of the COVID-19 related HR matters which included the application of the Coronavirus Job Retention Scheme and the furloughing of applicable staff. Through the Policies Co-ordination Group, the Committee reviewed HR-related policies and reported its deliberations to the Board through the Principal and the Head of Corporate

## SECTION 2 – CURRICULUM OFFERED

During 2020/2021 pupils had the opportunity to study the following subjects at Key Stage 4, with a robust mechanism in place internally to assign grades which were subsequently approved by examination boards:

Art and Design; Biology; Business Studies; Chemistry; Digital Technology; Drama; English Language; English Literature; French; Geography; Health and Social Care; History; Mathematics; Mathematics Further; Modern Language OCNNI; Music; Nutrition and Food Science; Physical Education; Physics; Religious Studies; Science Single Award; Spanish; and Technology and Design.

During 2020/2021 Sixth Form pupils had the opportunity to study the following subjects at Key Stage 5 with a robust mechanism in place internally to assign grades which were subsequently approved by examination boards:

Art and Design; Biology; Business Studies; Chemistry; English Literature; French; Geography; Government and Politics; Health and Social Care (Single Award); Health and Social Care (Double Award); History; Information Technology (Pearson BTEC Level 3); Mathematics; Mathematics (Further); Music; Nutrition and Food Science; Performing Arts (Pearson BTEC Level 3); Physics; Professional Business Services; Religious Studies; Sociology; Spanish; Technology and Design; and Travel and Tourism (Pearson BTEC Level 3).

Year 13 pupils received one period of timetabled Careers education per fortnight and could choose to follow an enrichment programme. Pupils were entered by their peripatetic teachers for examinations through the Associated Board of the Royal Schools of Music.

### SPORT

Each pupil in Years 8-10 avail of two hours of physical education, while Year 11 and 12 pupils participate in physical education activities once a fortnight. All pupils are encouraged to participate in regular physical activity. Through a balanced and varied programme the P.E. department aims to contribute to pupils' growth, development and general fitness developing an awareness of the importance of exercise and a healthy lifestyle.

The following sporting activities are on offer to all pupils in Key Stage 3 and 4 through the curriculum and through the extra-curricular programme.

Aerobics	Gymnastics
Athletics	Health Related PE
Badminton	Hockey
Basketball	Netball
Circuit Training	Rounders
Creative Dance	Rugby
Cricket	Swimming (not available in Senior School except for team and GCSE class)
Cross Country	Table Tennis
Dance	Tennis
Equestrian (team only)	Trampolining
Fitness Suite	Volleyball
Football	Yoga
Golf (team only)	

Swimming is offered subject to availability in local pools. Due to COVID-19 a restricted programme is operating at present.

Due to the restrictions arising from the COVID-19 pandemic, a full programme of curricular and extra-curricular sport was curtailed. However, pupils participated in health-related activities such as trampolining, fitness training and individual sport skills. Senior girls had well-being classes and rambles around Lagan Meadows. The PE department also greatly appreciated the use of RBAI Cranmore Playing Fields for cross country running.

Following the Minister's relaxation of guidelines for P.E. activities during the summer term, the College opened up participation in some sports, whilst still ensuring that it kept in line with the guidance from the various sporting bodies. The P.E. department operated Year 8 and 9 internal hockey tournaments which were enjoyed by all participants. The U14A hockey team played a friendly game against Wallace High School as a final game for the end of two years playing together. The College won 4-1 with Molly Young scoring a hat trick. Annie Irvine was named player of the match due to her passing skills and ability to read the game. Charlotte Bunn and Daisy Johnston captained the team over the two year period. The U14A and 1<sup>st</sup> XI hockey teams were able to get a chance to train on the new pitch at Newforge Country Club and the 1<sup>st</sup> XI also enjoyed some fun as a pre-Christmas treat during a fancy dress training session.

Three tennis tournaments for Year 8, 9 and 10 were organised. Round robin leagues were played before play-offs and finals determined the winners. Twenty-six Year 10 pupils and ten pupils from Years 8 and 9 competed. The Year 8 winner was Isabella McCleery, with Emily Wilson Runner-up. The Year 9 winner was Livvy Burrows, with Runner-up, India Steen. Lauren Edwards won for Year 10, with Jemma Wilton awarded Runner-up.

A Year 10 Tag Rugby competition was held on Cranmore campus at the end of term, with over 40 girls participating. Great fun was had by all with excellent tackling and try scoring.

Three of our pupils, Ellen Barbour, Eva Briggs and Louise Leonard, participated in the RYA Youth National Championships at Ballyholme Yacht Club, contributing to the schools' cup and representing the College.

#### *Sports Honours*

Pupil achievements were recognised by the awarding of Honours pockets for PE. Anna Hill received honours for hockey, cross country and athletics and Anna Glover received honours for hockey and tennis. Alongside Anna and Anna, Sarah Bunn, Aimee Christie, Charlotte Houston, Zahra Lowry, Jessica Moore and Ellie Robinson received honours for hockey. Sophie Clarke and Georgina Lobo received honours for Netball, Scarlett Armstrong and Amy Montgomery received honours for swimming and Lauren Carville received honours for equestrian.

#### **MUSIC**

I know that many of our parents and friends missed attending the Carol Service, Spring Concert and other musical events. Although choir and orchestra participation was restricted, Mrs Norwood and Mrs Murray, along with some Sixth Form Choir members and Junior Chamber Choir girls, were able to record some Christmas pieces which were played around the school in the final week of Autumn term.

As part of the BBC Singer Soloist of the Year Competition, Mrs Murray and Mrs Norwood had been delighted to hear so many wonderful performances from our talented singers. There had been a fantastic response from pupils across the school as they submitted their entries for this competition. At the end of June a series of pocket concerts featuring our wonderful musicians and singers were broadcast via the school website and social media and the three pupils who made it to the finals of the BBC Singer Soloist competition - Lauren Toner, Year 14, Caroline McMichael, Year 11, and

Rebecca Murray, Prep 7 - formed part of this pocket concert event, which coincided with World Music Day on 21 June.

Throughout the Pandemic, musicians at Victoria College continued to practise and develop their musical skills. Many undertook grade exams with great success and some even found that they preferred to take the music examinations virtually. We would like to formally acknowledge the dedication of our music tutors and praise their adaptability as they ventured into the world of online music tuition.

An external individual achievement in music was recognised when Emily Knowles, Year 13, was selected for the Bass section of the CBYO Youth Orchestra.

#### *Music Honours*

Music Honour pockets were awarded to Emily Darling, Rachel Donnelly, Erin Harvey, Amy Montgomery, Meera O'Hare, Beatrice Tinsley, Lauren Toner and Isabel Toogood.

#### **ART**

On the art front, Connie Hamilton, Year 10, entered a clay sculpture of an orangutan and won the 13+ category of the *Go Wild Art Competition*, winning £100 worth of art vouchers. Evie Woods, Year 10, Sarah Frazer, Year 12, and Beth McAlester, Year 14, received Special Merit Awards in the 66<sup>th</sup> Texaco Children's Art Competition. This was an excellent achievement, with over 25,500 artworks received. The girls won art material to continue to fulfil their artistic talent.

Local funeral directors, James Brown, Lisburn Road, organised a Christmas card competition to create a piece of art inspired by the theme, *Peace at Christmas*. The judge for this competition was David Cooke, television and films locations manager who worked on the Line of Duty drama production. We were delighted to receive the news that Katie Dennison, Year 9, was the overall winner of this competition for her design, *Angel on Branch*, while Katie Walker and Sophie Eagleson, Year 9, were runners-up with their designs, *3 Baubles* and *Robin Redbreast*, respectively.

#### **LITERACY**

On the literacy front, after the success of the BookBuzz programme last year, this was repeated during 2020-2021 for all Year 8 pupils. BookBuzz is a scheme run by Book Trust, the aim of which is to encourage reading for pleasure, with pupils from participating schools being sent details of 17 books from which to choose their favourite. Pupils received their chosen book to keep as a gift, with the College library also receiving copies of all 17 books to boost its library shelves.

Pupils were excited to once again take part in the Book Penpal scheme. This is an organisation which matches schools with published authors to exchange book recommendations and offer writing tips to young readers and writers. In 2019-2020, we were very lucky to be chosen by Mel Darbon whose first novel, *Rosie Loves Jack*, was hugely successful. Mel had agreed to be our penpal again during 2020-2021 and sent her first recommended book: *Being Miss Nobody* by Tamsin Winter. Pupils returned their batch of letters and postcards to Mel and enjoyed receiving her replies.

Shadowing book awards is always a big part of the year and although restrictions during 2020-2021 made things more challenging, we were already finding ways to select our favourite of the Royal Society Young People's Book Prize, which seeks to encourage reading about science. Pupils received copies of the shortlisted books and enjoyed judging these and casting their votes.

A group of Year 9 pupils shadowed the Carnegie and Kate Greenaway medals and enjoyed discovering outstanding new books and voting for their favourite in the Shadowers' Choice Award. On 16 June, pupils gathered in Richmond library to watch the award ceremony and were delighted to discover the winning books Carnegie Shadowers' Choice: *Run, Rebel* by Manjeet Mann and

Carnegie Medal - *Look Both Ways* by Jason Reynolds. The Greenaway Shadowers' Choice was *Starbird* by Sharon King-Chai and the Greenaway Medal: *Small in the City* by second time winner, Sydney Smith.

### **CAREERS EDUCATION**

Pupils were unable to attend the normal face-to-face university open days, but instead accessed a wide range of virtual open days. Pupils continued to be encouraged to apply for other Higher Education pathways and professional opportunities and we were delighted when Ben Matchett, Year 14, who had previously participated in the QUB Law Pathway, graduated from this and as a result received a Conditional Offer two grades lower than would normally apply to the QUB course. We hope that more of our pupils will benefit from opportunities such as this.

Pupils in Years 10 and 12 used the *Unifrog* platform to access information on links between GCSE and A level subjects and specific careers and degree courses. This helped to prepare them to choose appropriate subjects for the next key stage of their education. Pupils also used *Unifrog* to create profiles, reflect on their own competencies and set SMART targets. Year 12 pupils were issued information on post-16 options in the Further Education sector and apprenticeships. Year 14 pupils replied to their university offers, attended presentations on UCAS, CAO and applied for university finance.

Pupils also attended presentations on UCAS, CAO and applied for university finance. Year 13 pupils completed the online Queen's Transition Skills programme which prepares them for the transition from school to university. Pupils registered for the *UCAS Hub* and through the latter they also registered for *UCAS Apply* and worked on their applications. Applicants were issued with a booklet on *Applying to Higher Education* which outlines the process and the deadlines. Early applicants (Oxbridge and Medicine/Dentistry/Veterinary Medicine) submitted their applications to the Careers department by the end of September 2021, after they have received their UCAT scores, while all other applicants submitted their applications by 15 October 2021. CAO applicants attended a workshop in the autumn term and submitted their applications by January 2022.

Over the holiday period Art and Design applicants worked on improving their portfolios whilst other applicants registered and prepared for Additional Admissions Tests such as the LNAT for Law, Oxbridge tests and the UCAT for Medicine and Dentistry. The HPAT test normally required for entry into Allied Health courses at the University of Ulster was no longer required. Pupils also attended a Personal Statement workshop at school and worked on their draft over the summer. Applicants for Medicine attended a day of workshops in June which provided them with guidance on all aspects of the application and admissions process, during which they received invaluable feedback from four applicants from the previous cycle.

Although the COVID-19 pandemic has disrupted normal face-to-face work experience opportunities and open days, it was ironic that Sixth Form pupils were able to attend more activities than in previous years due to the accessibility of virtual open days, taster courses, workshops and a wide range of other activities, including the Queen's University Open Day Festival in June, Queen's Medicine Open Day, NI Apprenticeship week in April and a host of other careers and university events. In June a STEM Ambassador currently working at Queen's on developing compounds for treating drug resistant bacterial infections visited the school to talk to Year 9 and 13 pupils about engineering.

Many of our pupils have been successful in their applications to prestigious schemes. Ruth Burrows was awarded a place on the excellent Queen's Pathway programme and she attended a week-long summer scheme in June. Ruth hopes to apply to read Biomedical Science or Medicine at university. Mia Cheung was offered a place on the Sutton Trust online core programme and Catherine Lee was given a place on the UCD summer school in June. Anna Moylan and Lucy McQuoid participated in the Generation Innovation programme, during which Lucy's team won the

award for the best business idea pitched and also collected the Dragon's Den Award. Many pupils in Year 13 were successful in organising face-to-face work experience placements at a wide range of employers from the Belfast Health and Social Care Trust to Kainos.

Two of our pupils were appointed as Lord Lieutenant Cadets for two out of the six counties of Northern Ireland. This is an amazing achievement and an accolade for the College. Ciara McKay was appointed Lord Lieutenant Cadet for County Antrim, while Paige Davison was appointed Lord Lieutenant Cadet for County Down, with both girls attending full ceremonial presentation events.

We were also delighted when a former pupil, Megan Delargy, reached the final of the Wings Award. The Wings Awards acknowledges young people who are motivators within their local community and Megan was nominated by a member of staff at the College for her contributions in auxiliary nursing during the pandemic. This is a wonderful achievement for Megan and a just reward for all her hard work.

### **COMPETITIONS AND OTHER ACHIEVEMENTS**

Pupils participated in a number of subject-related events. In April, Year 9 Home Economics students created healthy burgers as part of a homework task that was linked to their studying of the Eatwell Guide and composite meals. Pupils were able to develop culinary skills such as forming, shaping and grilling and it also gave them the opportunity to practise their presentation skills.

As part of the Online Junior STEM Club, Year 8 and 9 Science and Technology pupils were fully engaged in a range of dynamic activities that fostered independent learning, curiosity and more importantly enjoyment. These challenges were designed to develop transferrable skills across different disciplines. Activities ranged from egg drop challenge, reuse challenge, spaghetti tower, forced perspective challenge, rainbow in a jar, snow-storm and balloon powered cars.

Year 8 and 9 pupils also participated in an exciting alternative programme to promote pupil well-being, STEAM subjects, skills building and resilience. As part of the VCB Olympics programme, the College ran over fifteen activities, including attendance by STEM ambassadors from Queen's University Belfast, a colour run, Sentinus STEM workshops, skills building with community coaches from Rowing Ireland, Ulster Rugby and Ulster Boxing.

For the first time since the restrictions arising from the Pandemic, the Scripture Union group met in person during the summer term 2021. A long-awaited picnic was held out on the lawn in front of Richmond. Pupils sat on rugs, ate cupcakes baked by Dr Brown and cherished the fact that they were no longer meeting online. The Year 8 contingent were well represented and met the occasion with excitement and copious amounts of snacks. Mrs Elwood finished the meeting off with a short epilogue entitled - "Toolkit for Summer" - where she encouraged the students to keep focussed and grow in faith.

Year 14 leavers' enjoyed a BBQ on the afternoon of 28 May, during which some delicious food was served, followed by a presentation and speeches. Year 12 pupils also attended an event in June to wish each other a fond farewell as they finished for the summer.

## **SECTION 3 – LINKS WITH THE COMMUNITY**

### **SOUTH BELFAST AREA LEARNING COMMUNITY**

Victoria College is an active member school within the South Belfast Area Learning Community which provides and develops a broad and balanced curriculum for pupils in the schools and colleges in South Belfast and has a keen focus on pastoral provision to support excellence in learning. Thirteen member schools are represented including Aquinas Grammar, Wellington Grammar, Rathmore Grammar, Methodist College, RBAI, Victoria College, Hunterhouse College, Malone College, St Joseph's College, Breda Academy, Glenveagh School and Fleming Fulton School along with Belfast Metropolitan College.

Due to COVID-19, the work of SBALC was limited, although staff continued to represent the College on the SBALC focus groups.

The College looks forward to building on this partnership in future years.

### **THE INTERNATIONAL DIMENSION**

The College continues to harness both curricular and extra-curricular opportunities to promote and develop global links and to encourage our students to think and contribute as active global citizens.

To celebrate the Mental Health Awareness Week from 10-16 May, pupils were encouraged to 'Get Into Nature'. Mrs Nugent's Year 9 Spanish class moved outdoors to the College's new picnic area to develop their oral skills in preparation for the summer assessments. A team of students from 9ELW also trailed our new litter picking resources which they test drove in advance of a new addition to our Eco programme for 2021-2022.

In January 2021 four pupils from Year 10 - Grace Ward, Emily Boyd, Connie Hamilton and Leah McCluskey - took part in the annual Francofest competition organised by NICILT. This was the College's second outing in the competition, having won 'most creative product' in 2019-2020. The girls produced a leaflet and video to advertise their car-sharing initiative and impressed the judges with both their creativity and accurate French. The team was awarded 'best written French'.

Anna McPherson, Year 12, took part in the All-Ireland Linguistics Olympiad in March and received an honourable mention, having made it through to the final after her impressive performance in the preliminary round. Anna also competed in a new GCSE French translation competition before Easter and was placed third in Northern Ireland. This fantastic achievement saw her rewarded with an Amazon voucher.

### **CHARITIES/VOLUNTARY WORK**

All charities suffered during this pandemic, but we were delighted that Senior School pupils still managed to raise a total of £3,238 for charity during 2020-21. The College was able to support a charity close to our hearts, when, on Friday 27 November the College held a *Rock Your Socks* day. This was a show of support for Mrs Smyth, Head of Biology, and for the charity Joy21, which she founded last year to bring support to families and raise awareness of Down Syndrome in Northern Ireland. Everyone thoroughly enjoyed a day when our usually strict uniform regulations were abandoned and colourful odd socks were the fashion statement of the day, with the event raising £2,155. Mrs Smyth has accomplished so much already with packs available in local maternity hospitals ready for families who need to avail of them.

Pupils contributed to their community through both voluntary work and participating in fundraising activities. Under the leadership of Miss Harvey, our Year 13 and Year 14 pupils got involved in the Christmas Larder Appeal, *Christmas Dinner in a Box*. The aim of this fundraising effort was to help others who needed it the most during Christmas 2020, working alongside a local foodbank in east Belfast. Donations of food and money were collected within the College community so that boxes could be sent to those families who were struggling. This was a very worthwhile cause and hopefully went some way to spread some much-needed joy to local families.

During the summer term Mrs King, Teacher of Art and Drama, ran a project tackling period poverty called *Shared Threads* with her Year 13 Art class. We are all aware of the positive learning environment that our pupils are exposed to every day in school, but there is a very different story for many girls around the world who have no access to period products. Almost a quarter of girls in India stop school altogether for this very simple reason. *Shared Threads* believes that every girl deserves the chance to receive an education and so, they donate thousands of cloth pads every year globally and locally through their partner charities and organisations alongside greater menstrual education. The cloth period packs are lovingly hand-made by hundreds of volunteers in local groups across Northern Ireland. Victoria College is now home to the first school *Shared Threads* group and Year 13 students threw themselves into this exciting opportunity to do something practical to equip young women globally to manage their period with dignity and to receive an education and thrive as a result. Pupils worked as a group, combining their skills and abilities to make the period packs from scratch, many of them working on through their free periods and lunch breaks. Mrs King also ran the project with the Year 8 and 9 classes as part of the Olympics week in June.

Year 13 Health and Social Care pupils had work experience opportunities for a morning or afternoon session at Queen's Child Care Services in May and June. Over a six-week period the pupils got the chance to interact in the nursery unit, with 2-3 year olds, working alongside the staff at Queen's Child Care and learning effective communication skills and much more.

### **'BAKER' DAYS AND SCHOOL DEVELOPMENT DAYS 2020-2021**

The College places a strong emphasis on continuous professional development for all staff and recognises the importance of self evaluation and reflective practice within all departments. In 2020-2021 the school chose to take four School Development Days (SDD) for the purposes of school improvement and school/staff development in addition to four 'Baker' days.

During 2020-2021 the School Development Days and the 'Baker' days were used for:

- Safeguarding and Child Protection training;
- Special Educational Needs;
- Interventions to improve pupil progress;
- Medical training;
- E-Safety;
- Wellbeing of pupils and staff;
- An analysis of examination results;
- Assessment for Learning;
- Teaching and Learning Communities (TLC);
- Attendance meetings;
- Department planning;
- Continued sharing of good practice;
- School Development Planning;
- Strategic Middle Leaders' meetings with SLT;
- Microsoft Teams training;
- Use of iPads to support teaching and learning;
- Centre Determined Grade training.



## VICTORIA COLLEGE PREPARATORY SCHOOL

'Apart but Together' signifies the feeling of the 2020-2021 academic year in the Preparatory School. In August, we were delighted to welcome all pupils back to the classroom and were thrilled to see their excited faces as they reconnected with friends and got back to some familiar routines after the long period of remote learning. Parents, staff and pupils all worked hard to follow the guidance using separate access points, learning in class 'bubbles' and staggering break and lunchtimes. Although we could not mix together as a whole School, we still ensured a feeling of togetherness was evident through virtual assemblies and sharing of all the exciting activities each class were enjoying.

Pupils were able to engage in practical learning within their class 'bubbles' so the Pre-School and Foundation Stage girls delighted in a very active programme with many lessons moving outdoors. Our Forest School programme was widely enjoyed with the squirrels and hedgehogs getting to meet – and be terrified by! – our keen nature lovers. Wellingtons, scarves and hats ensured we were able to continue outdoor learning even as the seasons changed.

Visitors and class trips were not possible, but staff were inventive as they sought alternative ways to enhance the teaching through virtual visits and online platforms. The Prep School was able to participate in many national events such as Anti-Bullying Week, Christmas Jumper Day and World Book Day. Despite travel restrictions, pupils expanded their horizons during our International Week of Languages with each class focusing on one country and producing a video to be shared with the other year groups and parents showcasing what they had learnt about the language, culture and key attractions.

During the Spring term, we were once again forced to revert to our online learning medium during the second lockdown. This time, key worker regulations for childcare were more relaxed and we were able to accommodate over half of our students in School every day, providing much needed routine and structure. Staff must be commended for their work throughout the year, but particularly during this time when supervising in-school childcare, uploading and marking work daily, filming short videos and voice-notes for pupil feedback, and creating many individualised teaching resources each day. They truly went above and beyond to ensure pupils did not miss out on core teaching and learning.

The Summer term brought us back together again and it was with renewed appreciation for the opportunities that classroom teaching allows, that we embarked on the final few months of the School year. Sports Days went ahead by individual classes, Pre-School pupils were able to formally 'graduate', and the hall was full of the *Sound of Music* when Prep 7 performed their show and had a combined Celebration of Success/Leaver's Assembly with their parents in attendance. Having these little pieces of 'normality' back in the calendar really brought home not only how important the connection between home and School is, but how fundamental and valued the relationship we enjoy with staff, pupils and parents is within Prep. We are much more than a School: we teach, we care, we support, and we grow together.

## SECTION 4 – PERFORMANCE DATA

### GENERAL FOR SENIOR SCHOOL

	VCB
A*/A grades at A2 level	<b>59.5%</b>
A*/A grades at GCSE	<b>52.3%</b>
A*-C grades at A2	<b>97.2%</b>
A*-C grades at GCSE	<b>96.2%</b>

### GCSE 2021

Number of pupils entered for 5 or more subjects	133
% achieving 5+ A*-C grades	97.7%
% achieving 7+ A*-C grades	93.2%
% achieving 7+ A*-B grades	70.5%

### A LEVEL 2021

Number of pupils entered for 3 or more subjects	114
% achieving 2+ A*-E grades	100%
% achieving 3+ A*-C grades	89.5%
% A* grades achieved	19.9%
% A*-A grades achieved	59.5%

### VICTORIA COLLEGE RESULTS - 2019-2021

	2018/2019	2019/2020	2020/2021
5+ GCSE A*-C	97.74%	100%	97.7%
7+ GCSE A*-C	93.23%	96.5%	93.2%
3+ A LEVEL A*-C	69.0%	93.4%	89.5%
2+ A LEVEL A*-E	99.0%	100%	100%

**PUBLIC EXAMINATION RESULTS 2020/2021 A2 LEVEL Subject Performance Analysis (by cumulative percentages)**

Subject	Entries	A*	A	B	C	D	E
Art	7	28.6%	42.9%	85.7%	100.0%	100.0%	100.0%
Biology	35	28.6%	68.6%	85.7%	91.4%	97.1%	100.0%
Business Studies	19	10.5%	26.3%	78.9%	100.0%	100.0%	100.0%
Chemistry	23	26.1%	47.8%	73.9%	91.3%	100.0%	100.0%
Economics	6	16.7%	83.3%	100.0%	100.0%	100.0%	100.0%
English Literature	18	16.7%	55.6%	94.4%	94.4%	100.0%	100.0%
French	5	40.0%	80.0%	100.0%	100.0%	100.0%	100.0%
Further Mathematics	2	50.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Geography	43	18.6%	67.4%	83.7%	97.7%	100.0%	100.0%
Government and Politics	12	16.7%	50.0%	100.0%	100.0%	100.0%	100.0%
Health and Social	23	8.7%	60.9%	87.0%	100.0%	100.0%	100.0%
Health and Social(DA)	28	7.1%	39.3%	100.0%	100.0%	100.0%	100.0%
History	13	7.7%	53.8%	84.6%	100.0%	100.0%	100.0%
Mathematics	18	22.2%	50.0%	61.1%	88.9%	100.0%	100.0%
Music	3	33.3%	66.7%	66.7%	100.0%	100.0%	100.0%
Nutrition and Food	6	0.0%	50.0%	66.7%	100.0%	100.0%	100.0%
Physics	7	57.1%	71.4%	100.0%	100.0%	100.0%	100.0%
Professional Business	2	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Religious Studies	26	30.8%	76.9%	96.2%	100.0%	100.0%	100.0%
Sociology	12	25.0%	66.7%	91.7%	100.0%	100.0%	100.0%
Spanish	3	0.0%	66.7%	100.0%	100.0%	100.0%	100.0%
Technology and Design	13	7.7%	53.8%	69.2%	100.0%	100.0%	100.0%
BTEC ICT	15	33.3%	66.7%	66.7%	100.0%	100.0%	100.0%
BTEC Performing Arts	4	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BTEC Travel & Tourism	8	62.5%	75.0%	75.0%	87.5%	87.5%	100.0%
	<b>351</b>	<b>19.9%</b>	<b>59.5%</b>	<b>85.2%</b>	<b>97.2%</b>	<b>99.4%</b>	<b>100.0%</b>

No. of Yr 12, 13, 14 Leavers 2020/21	Destinations - Leavers to							
	Higher Education	Further Education	Employ- ment	Another School	Job Skills	Modern Apprent- iceship	Unknown	None of other categories
130	94	13	5	8	0	0	3	7

**ANNUAL ATTENDANCE RATE (ALL PUPILS)**

Total days attended by all pupils on roll as % of total possible days of attendance = 96.6%

**PUBLIC EXAMINATION RESULTS 2020/2021 GCSE LEVEL Subject Performance Analysis** (*by cumulative percentages*)

<b>Subject</b>	<b>Entries</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C*</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>U</b>
<b>Art &amp; Design</b>	44	20.5%	43.2%	70.5%	86.4%	100%	100%	100%	100%	100%
<b>Biology</b>	86	36.0%	67.4%	87.2%	91.9%	97.7%	97.7%	98.8%	98.8%	100%
<b>Business Studies</b>	47	25.5%	57.4%	80.9%	83.0%	100%	100%	100%	100%	100%
<b>Chemistry</b>	54	24.1%	66.7%	85.2%	90.7%	100%	100%	100%	100%	100%
<b>Digital Technology Multimedia</b>	39	7.7%	38.5%	56.4%	66.7%	79.5%	92.3%	94.9%	94.9%	100%
<b>Drama</b>	34	11.8%	38.2%	73.5%	79.4%	94.1%	100%	100%	100%	100%
<b>English Language</b>	133	16.5%	57.9%	85.7%	94.0%	99.2%	99.2%	99.2%	99.2%	100%
<b>English Literature</b>	121	9.9%	52.1%	78.5%	95.0%	98.3%	100%	100%	100%	100%
<b>Food and Nutrition</b>	18	11.1%	44.4%	72.2%	94.4%	94.4%	100%	100%	100%	100%
<b>French</b>	45	20.0%	51.1%	64.4%	84.4%	93.3%	95.5%	95.5%	95.5%	100%
<b>OCCNI MFL</b>	17	0.0%	0.0%	100%	100%	100%	100%	100%	100%	100%
<b>Further Mathematics</b>	28	39.3%	64.3%	85.7%	96.4%	100%	100%	100%	100%	100%
<b>Geography</b>	30	60.0%	76.7%	96.7%	100%	100%	100%	100%	100%	100%
<b>Health &amp; Social Care</b>	35	11.4%	54.3%	85.7%	91.4%	94.3%	94.3%	97.2%	97.2%	100%
<b>History</b>	48	14.6%	43.8%	75.0%	87.5%	93.8%	93.8%	95.9%	95.9%	100%
<b>Mathematics</b>	133	12.0%	36.8%	82.7%	91.7%	95.5%	97.8%	98.5%	99.2%	100%
<b>Music</b>	12	33.3%	91.7%	100%	100%	100%	100%	100%	100%	100%
<b>Physical Education</b>	18	5.6%	27.8%	61.1%	83.3%	100%	100%	100%	100%	100%
<b>Physics</b>	52	15.4%	67.3%	86.5%	88.5%	96.2%	100%	100%	100%	100%
<b>Religious Studies</b>	121	22.3%	47.9%	67.8%	78.5%	90.1%	94.2%	96.6%	98.3%	100%
<b>Science Single Award</b>	19	10.5%	57.9%	84.2%	89.5%	100%	100%	100%	100%	100%
<b>Spanish</b>	17	35.3%	47.1%	58.8%	82.4%	94.1%	100%	100%	100%	100%
<b>Technology and Design</b>	45	33.3%	64.4%	88.9%	95.6%	100%	100%	100%	100%	100%
	<b>1196</b>	<b>19.7%</b>	<b>52.3%</b>	<b>79.4%</b>	<b>89.0%</b>	<b>96.2%</b>	<b>98.1%</b>	<b>98.8%</b>	<b>99.0%</b>	<b>100%</b>

**% of Year 12 Pupils Achieving no passes in either GCSE or other qualifications      Nil**

**VICTORIA COLLEGE BELFAST**  
**SUMMARY FINANCIAL INFORMATION**  
**YEAR ENDING 31 MARCH 2021**

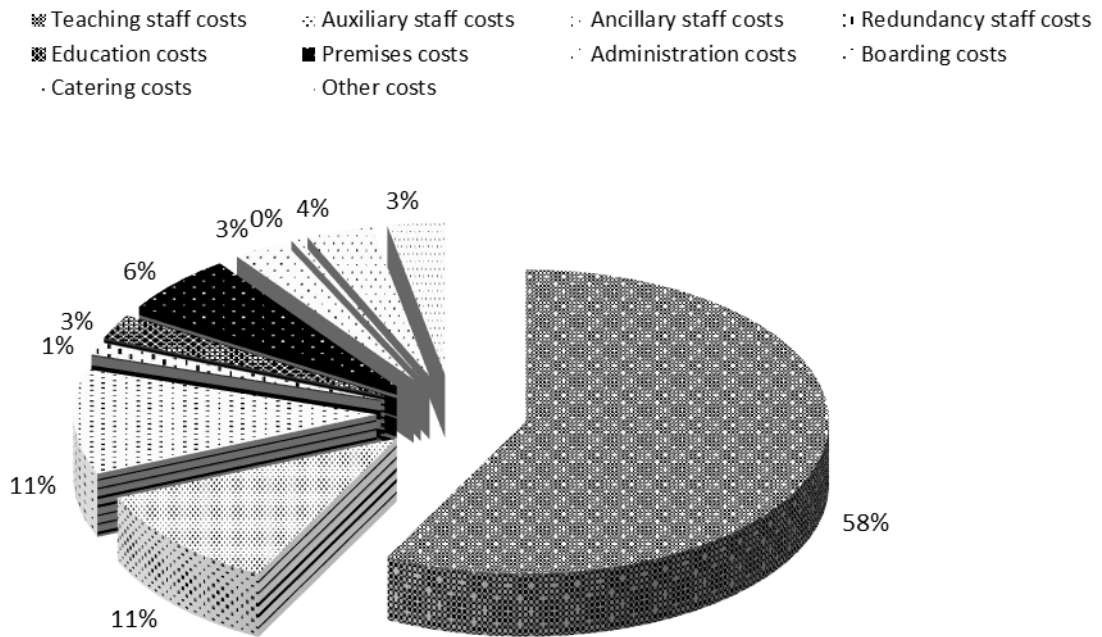
**SUMMARY COLLEGE REVENUE ACCOUNT**

	<b>2021</b>	<b>2021</b>	<b>2020</b>	<b>2020</b>
	<b>Reported</b>	<b>Reported</b>	<b>Reported</b>	<b>Reported</b>
	<b>£</b>	<b>%</b>	<b>£</b>	<b>%</b>
<b>Income</b>				
Government Grants	5,502,904	76.4%	4,714,626	68.6%
Other Income	1,702,701	23.6%	2,154,260	31.4%
<b>Total</b>	<u>7,205,605</u>	<u>100.0%</u>	<u>6,868,886</u>	<u>100.0%</u>
<b>Expenditure</b>				
Teaching staff costs	(4,004,423)	57.5%	(3,828,589)	53.0%
Auxiliary staff costs	(771,412)	11.1%	(878,196)	12.2%
Ancillary staff costs	(779,144)	11.2%	(776,848)	10.7%
Redundancy staff costs	(93,266)	1.3%	0	0.0%
Education costs	(185,783)	2.7%	(298,350)	4.1%
Premises costs	(435,504)	6.3%	(587,520)	8.1%
Administration costs	(201,743)	2.9%	(218,533)	3.0%
Boarding costs	(29,688)	0.4%	(210,390)	2.9%
Catering costs	(247,134)	3.6%	(262,948)	3.6%
Other costs	(212,222)	3.0%	(165,429)	2.3%
<b>Total</b>	<u>(6,960,319)</u>	<u>100.0%</u>	<u>(7,226,803)</u>	<u>100.0%</u>
<b>Surplus/(Deficit) for the year</b>	<u>245,286</u>	<u>3.4%</u>	<u>(357,917)</u>	<u>-5.2%</u>

**SUMMARY COLLEGE BALANCE SHEET**

	<b>2021</b>	<b>2020</b>
	<b>Reported</b>	<b>Reported</b>
	<b>£</b>	<b>£</b>
Fixed Assets	9,531,408	9,580,765
Current Assets	2,615,331	2,021,315
Current Liabilities	(1,349,854)	(1,799,580)
	<u>10,796,885</u>	<u>9,802,500</u>
<b>Financed by:</b>		
Creditors due after more than one year	10,058	14,303
Deferred grant income	7,842,805	7,633,738
Capital and reserves	2,944,022	2,154,459
	<u>10,796,885</u>	<u>9,802,500</u>

## 2020-21 Expenditure



## 2019-20 Expenditure

